



## R H Fulmer Middle

1614 Walterboro Street  
West Columbia, SC 29170

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	596 Students	
<b>Principal</b>	Dixon Brooks	803-822-5660
<b>Superintendent</b>	Dr. Venus Holland	803-739-8399
<b>Board Chair</b>	Beth Branham	803-739-4708

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Average</b>
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

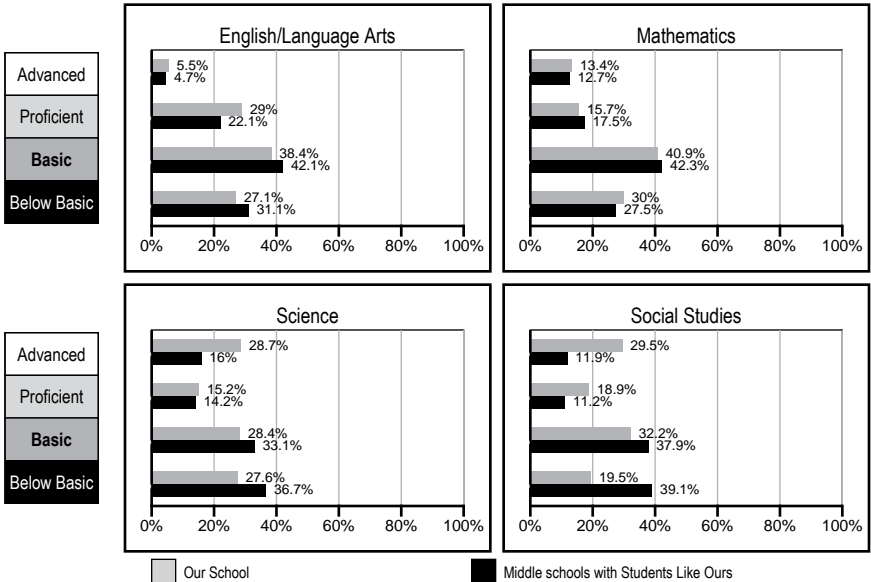
96.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	15	36	5

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	83.5	97.2
English 1	98.1	95.7
Physical Science	0	57.7
All Subjects	88.7	96.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=596)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	23.7%	Up from 16.3%	22.1%	19.4%
Retention rate	0.8%	Down from 3.0%	1.5%	1.8%
Attendance rate	96.3%	Down from 96.5%	95.8%	95.8%
Eligible for gifted and talented	26.9%	Up from 25.4%	16.8%	15.3%
With disabilities other than speech	18.9%	Up from 15.8%	14.2%	12.9%
Older than usual for grade	0.7%	Down from 1.4%	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=47)</b>				
Teachers with advanced degrees	70.2%	Down from 75.5%	53.5%	55.0%
Continuing contract teachers	74.5%	Up from 67.3%	73.3%	70.6%
Teachers with emergency or provisional certificates	5.4%	Up from 2.6%	5.3%	5.4%
Teachers returning from previous year	83.4%	Down from 83.5%	84.5%	83.4%
Teacher attendance rate	97.3%	Up from 96.4%	94.8%	94.9%
Average teacher salary	\$47,966	Up 2.4%	\$44,211	\$44,706
Professional development days/teacher	18.9 days	Up from 18.5 days	11.6 days	11.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 20.3 to 1	20.2 to 1	20.1 to 1
Prime instructional time	92.6%	Up from 91.9%	89.2%	89.3%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	97.4%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$6,949	Up 13.7%	\$7,056	\$7,097
Percent of expenditures for instruction*	72.4%	Down from 72.6%	64.4%	64.4%
Percent of expenditures for teacher salaries*	69.9%	Down from 70.2%	60.0%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

The 2007-2008 school year was filled with success for Fulmer Middle School. We continue to be recognized as a South Carolina Red Carpet School. Our Technology Student Association, led by Crystal Lominick, extended their winning tradition by being named the Overall State Chapter for the fourth year in a row. Once again, these students went on to compete at the national competition in Orlando, Florida.

Our fine arts department continued to shine in all areas. The visual art department had five students win awards at the State Fair Art Show. The band received an "Excellent" rating at the SCBDA Concert Festival. The strings program earned a "Superior" rating at the Carowinds Music Festival. Our band and strings students won numerous "Superior" and "Excellent" awards at their respective Solo and Ensemble competitions. In addition, we had students selected for All-State and Region Bands.

Our students continue to achieve academically. For the fourth year in a row, one of our eighth-grade students was recognized as the Lt. Governor's Writing Award winner for Lexington Two. We had three students qualify as Duke TIP Scholars, fifteen students qualify as South Carolina Junior Scholars, eight qualify as Myrdis Walker Scholars, and over seventy-eight students qualify for Junior Honor Society. In addition, all of our mean Spring RIT scores were above the district average in both language arts and math, and our eighth-grade students had the highest Spring mean RIT scores as compared to other Lexington Two middle schools on both the language arts and math portions of the MAP test.

Our outstanding faculty and staff includes seven National Board Certified teachers and two NBCT candidates. Meredith Pearce, one of our eighth-grade language arts teachers, represented Fulmer Middle School as our Teacher of the Year. Our staff also continued our partnership with the University of South Carolina by serving as both a practicum site and clinical site for future teachers.

At Fulmer Middle School, our focus is student learning, which is achieved through the partnership and collaborative efforts of teachers, students, and parents. We will continue to analyze our assessment data for the purpose of improving our practices and to ensure that we reach our achievement goals as we continue our efforts as a true Professional Learning Community.

Viki Sox Fecas, SIC Chair  
Dixon Brooks, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	209	80
Percent satisfied with learning environment	100.0%	68.9%	83.8%
Percent satisfied with social and physical environment	100.0%	72.1%	77.2%
Percent satisfied with school-home relations	76.7%	76.8%	84.4%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.8%	0.0%	No
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	582	99.8	28.1	39.6	27.8	4.4	43.5	45.4	48.2	No	Yes
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**Gender**

Male	311	100	32.8	41.8	22.3	3.1	36.2	37.4	41.7	N/A	N/A
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Female	271	99.6	22.9	37.2	34	5.9	51.8	53.6	55	N/A	N/A
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**Racial/Ethnic Group**

White	384	100	21.5	41.1	33	4.5	49.2	55.4	60	Yes	Yes
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African American	177	100	44.8	35	16	4.3	29.4	30.2	31.7	No	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	69.2	70.4	I/S	I/S
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Hispanic	15	100	14.3	50	28.6	7.1	50	34.5	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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**Disability Status**

Disabled	110	99.1	74	17	2	7	11	14.3	16	No	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.2	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	29.9	36.9	I/S	I/S
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**Socio-Economic Status**

Subsided meals	352	99.7	36.4	42.5	17.4	3.7	31.8	35.1	34	No	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	582	100	28.1	42.5	15.7	13.7	40.7	47.1	45.8	No	Yes
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**Gender**

Male	311	100	25.8	43.9	16	14.3	41.8	45.7	45.6	N/A	N/A
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Female	271	100	30.7	40.9	15.4	13	39.4	48.4	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	384	100	21.2	43.6	18.2	17	47.8	58.2	59	Yes	Yes
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African American	177	100	44.8	39.9	8.6	6.7	23.9	28.5	26.9	No	Yes
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	75	71.3	I/S	I/S
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Hispanic	15	100	14.3	57.1	21.4	7.1	35.7	41.7	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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**Disability Status**

Disabled	110	100	67.3	23.8	5.9	3	12.9	19.9	17.1	No	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	41.6	38.7	I/S	I/S
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**Socio-Economic Status**

Subsided meals	352	100	37.8	43.9	10.4	7.9	27.4	36.6	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	381	99.7	26.8	27.9	15.8	29.6	45.4	39.6	35.7	96.3	95.8
Gender											
Male	198	99.5	26.1	27.2	15.2	31.5	46.7	40.5	37.4	96.2	95.7
Female	183	100	27.5	28.7	16.4	27.5	43.9	38.7	33.8	96.4	95.9
Racial/Ethnic Group											
White	251	99.6	16.3	27.5	18	38.2	56.2	51.9	49.2	96	95.7
African American	115	100	50	28.7	10.2	11.1	21.3	19.8	17	96.9	96.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	57.7	58	97.5	97
Hispanic	12	100	27.3	27.3	9.1	36.4	45.5	28.7	24.9	96.2	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.6	96.2
Disability Status											
Disabled	64	98.4	60.3	19	10.3	10.3	20.7	18.6	14	95.8	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	18.2	21.9	N/A	97
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	24.1	24.4	96.5	95.8
Socio-Economic Status											
Subsided meals	226	99.6	39	30.5	11	19.5	30.5	27	21.1	95.8	95.4
Social Studies											
All Students	375	100	19.1	32.1	19.7	29.2	48.8	35.4	34	96.3	95.8
Gender											
Male	203	100	13.4	31.7	20.4	34.4	54.8	38.6	36.6	96.2	95.7
Female	172	100	25.6	32.5	18.8	23.1	41.9	32.1	31.3	96.4	95.9
Racial/Ethnic Group											
White	247	100	14.9	34.2	19.3	31.6	50.9	44.2	44.5	96	95.7
African American	115	100	29.2	29.2	17.9	23.6	41.5	21.8	19.1	96.9	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	53.3	58.9	97.5	97
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	29.4	27.5	96.2	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.6	96.2
Disability Status											
Disabled	78	100	40.8	42.3	11.3	5.6	16.9	17.7	14.4	95.8	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	22.6	N/A	97
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	23.7	27.3	96.5	95.8
Socio-Economic Status											
Subsided meals	231	100	23.4	35	17.8	23.8	41.6	28.4	21	95.8	95.4

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	177	99.4	29.8	34.2	28.6	7.5	36
	7	215	99.1	30.7	42.2	21.6	5.5	27.1
	8	214	100	17.5	48.5	28.5	5.5	34
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	183	100	28.3	37.6	28.3	5.8	34.1
	7	176	100	29.4	36.2	30.7	3.7	34.4
	8	223	99.6	27	44.1	25	3.9	28.9
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	177	99.4	26.1	33.5	24.8	15.5	40.4
	7	215	99.1	25.1	42.7	13.6	18.6	32.2
	8	214	100	27	55.5	8.5	9	17.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	183	100	24.3	37.6	19.1	19.1	38.2
	7	176	100	23.9	43.6	14.7	17.8	32.5
	8	223	100	34.6	45.9	13.7	5.9	19.5
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	90	98.9	43.2	34.6	8.6	13.6	22.2
	7	214	99.1	29.6	33.7	15.3	21.4	36.7
	8	110	100	22.4	42.9	17.3	17.3	34.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	92	98.9	46	19.5	17.2	17.2	34.5
	7	175	100	20.4	31.5	16.7	31.5	48.1
	8	114	100	20.8	29.2	13.2	36.8	50
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	88	98.9	27.6	32.9	13.2	26.3	39.5
	7	214	99.1	30.6	26	12.8	30.6	43.4
	8	108	100	14.3	57.1	20.4	8.2	28.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	91	100	5.9	27.1	20	47.1	67.1
	7	175	100	22.8	29	13.6	34.6	48.1
	8	109	100	24.2	41.4	29.3	5.1	34.3

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample